Technology for Teaching and Learning Paraprofessional Academy 2003

UNDERGRADUATE COURSE SYLLABUS

A. INSTRUCTOR OF RECORD: Tammy Bauck

B. Phone: 605-773-6118 Office: 605-773-2534

   E-mail: tammy.bauck@state.sd.us

C. SEMESTER/YEAR: Summer 2003 (Session I: June 2-13; Session II: June 16-27)

D. COURSE: TTL 193 Technology for Teaching and Learning—NBPTS
   Paraprofessional Academy

E. CREDITS: 2 semester hours (BHSU, DSU, NSU, SDSU, AND USD)

F. COURSE DESCRIPTION: Course participants will become conversant with the
   standards and practices set by the National Board of Professional Teaching Standards
   and expectations stated in No Child Left Behind federal legislation. These standards
   will form the basis for the examination of existing instructional support strategies and
   the development/incorporation of new instructional support strategies. Extensive
   hands on technology training will enhance the abilities of participants to support
   classroom instruction.

G. PREREQUISITES: High School Diploma or GED equivalence.

H. ADDITIONAL COURSE INFORMATION: If there is any student in this class who,
   due to a disability, has need for non-standard note taking or other course
   modification, please contact Peg Henson (605-773-2489).

I. TEXTBOOKS AND REFERENCES (all necessary materials will be provided on-
   site):

   Software: Microsoft Office Suite (Version 2000); Microsoft FrontPage 2000;
       Inspiration.
   National Board of Professional Teaching Standards. (2002). *What Teachers Should
       Know and Be Able to Do.* Arlington, VA
   Educational Testing Service. (2003) *ParaPro Assessment Study Guide: Test Codes
       0755 and 1755.* Princeton, NJ.

J. CORE OBJECTIVES: Participants will:
   I.   Become conversant with the five core propositions of the National Board for Professional
        Teaching Standards.
   II. Become knowledgeable about the paraprofessional expectations stated in federal and state law
        associated with No Child Left Behind legislation and examine the role of the paraprofessional
        including:.
        a. One-on-one tutoring of students,
        b. Assistance in a computer laboratory,
        c. Assistance with parental involvement activities,

     d. Support in a library or media center,
     e. Provision of instructional service to students under the direct supervision of the teacher.
III. Increase competency in the use of computer technology and software applications that could be used effectively for professional growth and in support of classroom responsibilities
     a. Microsoft Word, PowerPoint, Excel, FrontPage
     b. K12 Email System (Outlook); K12 listserv communication
     c. Inspiration
     d. Digital Dakota Network Videoconference and Use of WebCT Discussion Forums
     e. Use of World Wide Web Resources for obtaining information and ideas relevant to professional growth and support of classroom instruction
     f. Improve ability to evaluate electronic/online resources for classroom effectiveness and appropriateness

K. ADDITIONAL OBJECTIVES:

- Participants will engage in online staff development that takes advantage of web-based technologies to enhance practice.

L. COMPUTING SKILLS: The course content is intended primarily for those paraprofessionals who are interested in learning various computer applications that will enhance their ability to support classroom teaching and learning. This course is of an introductory nature and will not address advanced computer applications/competencies.

M. INSTRUCTIONAL METHODOLOGIES: Hands-on applications, collaborative learning, discussions, electronic communications, multimedia presentations, commercial program reviews, online learning, video conferencing, and guest lecturers.

N. COURSE CONTENT: Participants will focus on the use of computer technology to support classroom instruction. Appropriate support of instruction will be based on the standards and practices set by the National Board for Professional Teaching Standards. In addition, participants will discuss the No Child Left Behind federal legislation as related to stated qualifications for paraprofessionals.

Professional Practice Components Include:
- Five Core Propositions of the National Board for Professional Teaching Standards
- Federal and state law and the paraprofessional
- Participation in Online Forums and Video Conference Discussion Groups

Digital Skills and Technology Applications Include:

- Office Suite Applications
- Web Design
- Communication Tools
- Computer Basics
- Graphic Organizers
- Information Technology

O. COURSE OUTLINE:
The sequence and stated activities may be revised prior to and during the course to meet unanticipated needs and site-specific situations. The core objectives will not be changed.

Week 1:
- Introduction to the five core propositions of the National Board for Professional Teaching Standards.
- Introduction To Online Discussion Forums And Initial Forum Discussions: Focus on Effective Instructional Support
- Computer Use, Including File Management, Troubleshooting, Peripherals
- Electronic Mail, Listservs, Online Course and Discussion Forum Access and Use
- Web Navigation, Advanced Searching, Site Evaluation
- Office Suite Applications: Word Processing, Spreadsheet Tools Emphasis
- Use of Peripherals including Printers, Scanners, and Digital Cameras

Week 2:
- Online Discussion Forum Focus: The Paraprofessional and No Child Left Behind
- Copyright, Acceptable Use Policies, Privacy on the Internet, Ethics and Equitable Use
- Office Suite Applications: Presentation Tools Emphasis
- Use of Web Development Tools

P. EVALUATION PROCEDURE

Graded components consist of:
- Participation in Online Discussion Forums;
- The Use of Digital Tools/Applications for Productivity;
- Knowledge of the five core propositions of NBPTS
- Knowledge of the No Child Left Behind and the paraprofessional

For Credit purposes, see attached "Assessment Performance Indicators for TTL-NBPTS Paraprofessional Academy Participants Summer Academy 2003"

Attendance: Full attendance (in accordance with Academy policy) and active involvement in all Academy activities is required for undergraduate credit enrollment and completion.

P. Selected bibliography/research and best practices:

ASCD Education Update. November 2002 | Volume **44** | Number **7.** *Teachers and Paraeducators Defining Roles in an Age of Accountability***.** Rick Allen.

Couglin, Edward C.; Lemke, Cheryl. (1999) *Milken Professional Competency Continuum. Professional Skills for the Digital Age Classroom*. Santa Monica, CA. Milken Exchange on Education Technology.

Bridges, William. (1991). *Managing Transitions. Making the Most of Change*. Cambridge, MA.: Perseus Books.

Brooks, Jacqueline G.; Brooks, Martin G. (1999). *In Search of Understanding. The Case for Constructivist Classrooms*. Alexandria, VA.: ASCD.

Brown, John & Moffett, Ceryle. (1999). *The Hero's Journey: How educators can transform schools and improve learning.* Alexandria, VA: ASCD.

Dwight, V. (June 2000). Going the distance*, FamilyPC,* 7(6), 54.

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Fuller, H.L. (2000). First teach their teachers: Technology support and computer use in academic subjects. *Journal of Research on Computing in Education.* 32(4), 511.

Grabe, Cindy; Grabe, Mark. (1996). *Integrating Technology for Meaningful Learning. Boston*, MA.: Houghton Mifflin Co.

Harmin, Merrill. (1994). *Inspiring Active Learning, A Handbook for Teachers*. Alexandria, VA.:ASCD.

Harris, Judi. (1998). *Virtual Architecture. Designing and Directing Curriculum-Based Telecomputing.* Eugene, OR.: International Society for Technology in Education.

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Hatfield, T. H. & Erbeck, G.W. (Apr 1997). The Internet: Legitimate educational tool or giant electronic sandbox?. *Journal of Environmental Health,* 59(8), 19.

Insinnia, E., & Skarecki, E.C. (1998). *Educators take charge – Teaching in the Internet revolution.* Eugene, OR: International Society for Technology in Education.

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Lowther, D. L., Bassoppo-Moyo, T., & Morrison, G. R. (1998). Moving from computer literate to technologically competent: The next educational reform. *Computers in Human Behavior*, 14(1), 93-109.

Martin-Kniep, Giselle O. (1999). *Capturing the Wisdom of Practice. Professional Portfolios for Educators.* Alexandria, VA.: ASCD.

Marzano, Robert J. (2000). *Transforming Classroom Grading.* Alexandria, VA.: ASCD.

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Learning., *Consumer Interests Annual,* 46, 200.

McKenzie, J. (2000). *Beyond technology: Questioning, research and the information literate school.* Bellingham, WA: FNO Press.

McKenzie, J. (1999). *How teachers learn technology best.* Bellingham, WA: FNO Press.

Mioduser, David and Nachmias, Raft and Lahav, Orly and Oren, Avigail. (2000).Web-Based Learning Environments: Current Pedagogical and Technological State. *Journal of Research on Computing in Education.* 33(1), 55.

Moursund, D. (1999). *Project-based learning using information technology.* Eugene, OR: International Society for Technology in Education.

National Education Association. Who is Highly Qualified
http://www.nea.org/neatoday/0203/scoop.html

National Resource Center for Paraprofessionals
http://www.nrcpara.org/

NRCP Legislative Update Page (IDEA and NCLB)
http://www.nrcpara.org/legislation/index.shtml

No Child Left Behind Federal Web Site http://www.nclb.gov/

(North Central Regional Educational Laboratory. (1997) *Learning with technology.* Oak Brook, IL.

Palloff, Rena M.; Pratt, Keith. (1999).*Building Learning Communities in Cyberspace. Effective Strategies for the Online Classroom*. San Francisco: Jossey-Bass Publishers.

Riley, R. W. (Oct 98). Technology for every classroom*, Teaching PreK-8*. 29(2), 8.

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Stiggins, Richard J. *Student-Centered Classroom Assessment*. (Second Edition). (1997). NJ.: Prentice Hall.

SD No Child Left Behind Newsletter, August 26, 2002. High Standards for Qualified Teachers and Paraprofessionals. *http://www.state.sd.us/deca/NCLB/newsletters/062602.pdf*

SD No Child Left Behind Web Site http://www.state.sd.us/deca/NCLB/

Title 1 – SEC. 1119. QUALIFICATIONS FOR TEACHERS AND
     PARAPROFESSIONALS.
     http://www.ed.gov/legislation/ESEA02/pg2.html#sec1119

The National Clearinghouse for Bilingual Education, George Washington University
     *(2001). No Child Left Behind Act of 2001, Title I: Improving the Academic
     Achievement of the Disadvantaged 107th Congress 1st Session.* Washington, DC.

Yuehua Z. (2000). Technology and the writing skills of students with learning
     disabilities*, Journal of Research on Computing in Education.* 32(4), 467.

Office of Intergovernmental and Interagency Affairs, U.S. Department of Education
     (ED). (2002). *The Achiever*. Vol.1, No.1-5.

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Process*. (2001). National Board for Professional Teaching Standards Research Report. Arlington, VA:
NBPTS.

A Distinction That Matters: Why National Teacher Certification Makes a Difference. (2001). National
Board for Professional Teaching Standards Research Report. Arlington, VA: NBPTS.

*The Impact of National Board Certification on Teachers: A Survey of National Board Certified Teachers
and Assessors*. (2001). National Board for Professional Teaching Standards Research Report. Arlington,
VA: NBPTS.

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Partnerships in Accomplished Teaching. (2000). National Board for Professional Teaching Standards.
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The Charlotte Collaborative: Working Together to Recognize Accomplished Teaching. (2001). National
Board for Professional Teaching Standards. Arlington, VA: NBPTS.

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Charlotte-Mecklenburg Schools, Johnson C. Smith University, University of North Carolina. Charlotte,
NC.

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National Board for Professional Teaching Standards: A Construct and Consequential Validity Study*.
Center for Education Research and Evaluation. University of North Carolina. Greensboro, NC.

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Alexandria, VA: ASCD

Danielson, Charlotte. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria,
VA: ASCD

Cotton, Kathleen. (1999). *The Schooling Practices That Matter Most*. Portland, OR: NWREL

Cotton, Kathleen. (1999). *Research You Can Use to Improve Results.*. Portland, OR: NWREL

Marzano, Robert J., Pickering, Debra J., and Pollock, Jane E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD